

# STAAR Alternate 2 Spring 2015 and 2016

## Grade 8 Reading Essence Statements

STAAR Reporting Category 1	STAAR Reporting Category 2	STAAR Reporting Category 3
<p><b>Understanding and Analysis Across Genres:</b> The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.</p>	<p><b>Understanding and Analysis of Literary Texts:</b> The student will demonstrate an ability to understand and analyze literary texts.</p>	<p><b>Understanding and Analysis of Informational Texts:</b> The student will demonstrate an ability to understand and analyze informational texts.</p>
<p><b>Knowledge and Skills Statement</b>  <b>(8.2) Reading/Vocabulary Development.</b>            Students understand new vocabulary and use it when reading and writing. (Readiness Standard)</p> <p><b>Essence Statement</b>            Identifies new vocabulary words in text using a variety of strategies.</p>	<p><b>Knowledge and Skills Statement</b>  <b>(8.5) Reading/Comprehension of Literary Text/Drama.</b> Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. (Supporting Standard)</p> <p><b>Essence Statement</b>            Identifies the structure and elements of drama.</p> <p>~~~~~</p> <p><b>Knowledge and Skills Statement</b>  <b>(8.6) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (Readiness and Supporting Standard)</p> <p><b>Essence Statement</b>            Recognizes how elements of fiction contribute to plot development.</p> <p>~~~~~</p> <p><b>Knowledge and Skills Statement</b>  <b>(8.7) Reading/Comprehension of Literary Text/Literary Nonfiction.</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. (Supporting Standard)</p> <p><b>Essence Statement</b>            Recognizes author's use of language in literary nonfiction.</p>	<p><b>Knowledge and Skills Statement</b>  <b>(8.10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. (Readiness and Supporting Standard)</p> <p><b>Essence Statement</b>            Recognizes how organizational patterns impact main idea and details in informational texts.</p> <p>~~~~~</p> <p><b>Knowledge and Skills Statement</b>  <b>(8.11) Reading/Comprehension of Informational Text/Persuasive Text.</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. (Supporting Standard)</p> <p><b>Essence Statement</b>            Recognizes the arguments presented in persuasive texts.</p> <p>~~~~~</p> <p><b>Knowledge and Skills Statement</b>  <b>(8.12) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. (Supporting Standard)</p> <p><b>Essence Statement</b>            Uses graphic features to understand procedural texts.</p>